

**CAMW 2001 (710), The American West**  
**Harding classroom, MWF 11:00-11:50**

**Spring 2009**

**Dr. Chris H. Lewis**

**Ph. 492-5878**

**Office: Sewall Hall 42C**

**Office Hours: T, Th, 10:00-12:00**

**[E-mail: cclewis@colorado.edu](mailto:cclewis@colorado.edu)**

**Course Home Page: [www.colorado.edu/AmStudies/lewis/west/index.htm](http://www.colorado.edu/AmStudies/lewis/west/index.htm)**

**Sewall Academic Mission: The primary goal of the Sewall Academic Program is to promote critical thinking within the framework of a liberal arts curriculum that emphasizes Western American Studies. To meet this goal, the Program offers small, seminar-style classes that foster analytical thought through reading, discussion, and written expression and that require active and consistent student participation.**

**Course Description : This is the introductory course for the “certificate program in Western American Studies.” Using an interdisciplinary focus, we will study the growth and development of the American West as a culture, economy, and society. The American West is both a physical region and a cultural landscape, containing both a geography and a regional--at times mythical--culture. The West is both a microcosm of American culture and history and its own unique cultural region. The American West has always been, and continues to be, a region that draws diverse peoples and cultures from around the world. We will debate and study what is the past, present, and future of the American West.**

**Course Objective : The larger goal of this course is to teach you how to critically analyze, evaluate, and judge competing perspectives on American West history, culture, and society. If you disagree with an argument or perspective, or find it biased or limited, then say so. If you find the reading difficult, confused, or pointless, then say so. But, in each case, you must be prepared to support your argument and larger conclusions.**

**Required Reading :**

Limerick , Patricia, **The Legacy of Conquest**

Rosenwasser, David, **Writing Analytically, 5<sup>th</sup> ed.**

Tompkins, Jane, **West of Everything: The Inner Life of Westerns**

**Online Readings:** Most of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: “westsap” . These readings are “pdf documents” that you can read online or print out and read at your convenience.

**Class Format :** Interactive lectures and class discussions. We will use the course readings to study how the culture, society, economy of the American West is shaped by a series of individual and societal choices. History is not a story of automatic progress and development, but the result of individual and collective decisions to take one course instead of another. Make sure you read the assigned readings before each class . When you do the readings, always try to place them in their historical context and to gather evidence and examples to strengthen your essays and reaction papers.

**Class Participation and Attendance :** Because this is not a lecture course, **active class participation is very important.** Participation and attendance will be a large part of your grade (10 %). You must participate actively in class discussion in order to get a high participation grade. **Class attendance is required.** There are **6 excused absences** for MWF classes and **4 excused absences** for TR classes. These absences are to be used for illness, business, tragedy, or when you just have the blues. If you miss more than six classes for MWF classes or four for TR classes, you will fail the class. **So please try to attend class regularly.**

**Quizzes and daily assignments :** To make sure students are keeping up with the reading, I will give pop quizzes on the daily reading. Quizzes will be based on a general knowledge of the readings: What are the larger conclusions or observations made in the reading. In addition to

quizzes, I will give short daily assignments based on the daily reading. For example, you may be asked to outline the larger argument of an essay.

**Grading** : Grades will be based on quizzes and daily assignments (10 %), class participation and attendance (10 %), two take-home midterms (50%), and a take-home final (30%). I reserve the right to give unannounced quizzes and assignments in class. Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade.

**Course grades will be defined in these terms:**

- A—Excellent -- (Thoughtful, coherent, insightful, contributes)
- B—Good -- (Knows material well, lacks depth, not outstanding)
- C—Fair -- (Adequate, average, passing, little participation)
- D—Poor -- (Little understanding, little effort, incoherent)
- F—Fail -- (No evidence of understanding, no work, no learning)

**Exams** : Exams will be made up of long and short answer essay questions covering lectures, class discussion, and reading assignments. Your essays will be graded on how well you use historical arguments and examples from class discussion and the reading to support your thesis. Instead of memorizing the material, concentrate on learning how to use historical arguments and examples to address major themes in American West culture and society. If you keep up with the reading and take good class notes, you should have no trouble with the exams.

**Guidelines for Grading Written Work** : We are using Writing Analytically to give students guidelines for all written work in Sewall classes. All your class written work and exams will be graded according to how well your papers meet these guidelines for analytical essays. I suggest that you read and/or skim through the following pages to become better acquainted with these writing guidelines. I will grade your papers by referring to these guidelines from Writing Analytically. If you have any questions about any of these guidelines, please come see me during my office hours.

**Chapter 1: Seeing Better, pp. 24-39**

**Chapter 2: What is Analysis and How Does It Work?, pp. 60-69, 75**

**Chapter 3: Putting Analysis to Work, pp. 77-88, 99-100, 103-107**

**Chapter 4: Reading: How to Do It and What to Do With It, pp. 109-113, 132-136**

**Chapter 5: Linking Evidence and Claims, pp. 137-148, 158-162**

**Chapter 6: Making a Theses Evolve, pp. 164-173, 192-195**

**Chapter 7: Recognizing and Fixing Weak Thesis Statements, pp. 197-206, 212-215, 217**

**Chapter 8: Introductions and Conclusions: pp. 219-221, 226-228, 232-235, 238-239**

**Chapter 9: Organization: Forms and Formats, pp. 245-255**

**Chapter 10: Style: Choosing Words, pp. 261-268**

**Chapter 11: Style: Shaping Sentences, pp. 275-281, 289-292, 294**

**Chapter 12: Writing the Research Paper, pp. 295-308, 312-314, 321-322**

**Chapter 13: Find and Citing Sources, pp. 335-338**

**Chapter 14: Nine Basic Writing Errors and How to Fix Them, pp. 349-369, 374**

**Incompletes : I will be very reluctant to give a grade of Incomplete (I). I assign incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignment**

**Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the**

professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**Disruptive Classroom Behavior** : This is a college classroom. I will deduct points from your final class grade for behavior that is disruptive to the classroom learning environment. Disruptive behavior includes sleeping, using your cell phone, surfing the web on your computer, playing computer games, checking your e-mail, checking your Facebook, sending and receiving text messages, listening to your MP3 player, watching DVDs or Netflix movies, reading newspapers, working on another class in this class, planning your day with your daytimer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom that day.

**Discrimination and Sexual Harassment**: The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

**University Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

As faculty, students, and members of the University community, we value honor, integrity, and morality. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

**Students with Disabilities:** I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, and psychiatric disabilities, to discuss with me after class or during my office hours appropriate accommodations. If you have any additional questions about how the University can accommodate your disability, please see me or the Coordinator of Disability Services in the Disability Services Office , 322 Willard Hall, (303-492-8671). If you qualify for accommodations because of a disability please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322 ([www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices))).

**Religious Obligations and Class Attendance:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class if you have conflicts with scheduled exams, assignments, or other

required attendance, because of religious obligations, please notify me two weeks in advance of the conflict to request special accommodation., See the CU Policy at this website: [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**Cheating and Plagiarism:** My policy on cheating and plagiarism is to assign a zero to the work in question. Plagiarism is copying another person's work and turning it in as your own. Plagiarism can involve buying a "class paper" online, copying another student's work, or copying whole paragraphs and material from other sources, such as encyclopedias or textbooks. See the website for the **Pledge not to Plagiarize:** <http://www.colorado.edu/academics/honorcode/Code.html>.

**Daily Reading Assignments:** Most of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: "westsap". These readings are "pdf documents" that you can read online or print out and read at your convenience.

## **1. Why Study the American West?**

**Jan. 12**      **Introduction: The American West in Fact and Myth**  
Jefferson, "Sewall Common Reading: Notes on the State of Virginia" (Web); Borkat, "A Liberating Curriculum" (Web); Boehret, "Creating Documents for All to Read " (Web)

**Jan. 14**      **Studying the American West from different Vantage points**  
Nugent, "Where is the West?" (Web); Nugent, "Western History, New and Not So" (Web); Turner, "The Significance of the Frontier in American History" (Web); Worster, "New West, True West" (Web); Limerick, "What on Earth is the New Western History" (Web); Morris, "Where is the American West?" (Web); Malone, "Parameters and Purposes" (Web)

- Jan. 16**      **The West in American History**  
 Wilkinson, “Defining the West,” (Web); Cronon,  
 “Becoming West” (Web); Steiner, “Many Wests and  
 Western Regionalism” (Web); Robbins, “Introduction”;  
 Travis, “A Regions Defined” (Web); Malone, “America  
 Only More So” (Web)
- Jan. 19**      **No-Classes—Martin Luther King, Jr. Holiday**
- Jan. 21**      **The Legacy of Conquest in the West**  
 Limerick, *Legacy of Conquest*, pp. 17-32;  
 Limerick, “Adventures of the Frontier in the 20th Century”  
 (Web); Clay, “The West from Monticello” (Web);  
 Jefferson, “Notes on the State of Virginia” (Web)

## **2. The Cultural Geography of the American West**

- Jan. 23**      **The Geography of the West**  
 Stegner , “Thoughts in a Dry Land” (Web) ; Stegner,  
 “Living Dry” (Web); Reisner, “A Semi-Desert with a  
 Desert Heart” (Web); Nash, “Western Water Wars” (Web);  
 Rudzitis, “Wilderness and the Communities of the West”  
 (Web)
- Jan. 26**      **The Environments of the West**  
 Opie, “Environmental History in the West” (Web);  
 Worster, “Freedom and Want” (Web);  
 Kemmis, “The Lay of the Land” (Web);
- Jan. 28**      **Empire and Innocence in the West**  
 Limerick, *Legacy of Conquest* , pp. 35-48, 52-54;  
 Kittredge, “Overthrust Dreams” (Web) ;  
 Steiner, “What is the New West?” (Web) ;  
 Steiner, “Turner: The Meaning of the West” (Web)
- Jan. 30**      **The Origins of the Mythic West**  
 Athearn, “The Genesis of the Mythic West” (Web) ;  
 Butler , “Selling the Popular Myth” (Web) ;  
 DeVoto, “The Eighth City of Cibola” (Web)

- Feb. 2      **An Indian's View of the West**  
Steiner, “The Vanishing White Man” (Web);  
Tenorio, “The White Man’s Suicide” (Web);  
Wilkinson, “Where Are We Going” (Web);  
Echo-Hawk, “Healthy Environment,  
Healthy Economy” (Web)
- Feb. 4      **The West as Home: Living in the West**  
Worster, “The Legacy of John Wesley Powell” (Web) ;  
Leopold, “Thinking like a Mountain”(Web); Kittredge,  
“Owning it All” (Web)

### **3. The West in the Movies and Novels**

- Feb. 6      **The Fictional “Mythic West”**  
Lenihan, “The Western Formula” (Web);  
Marsden, “The Modern Popular Western” (Web);  
Aquila , “The Pop Culture West” (Web)
- Feb. 9      **The Western Hero in the Movies**  
Tompkins, pp. 3-19; Johnson, “The Western:  
An Overview” (Web)
- Feb. 11     **The Male West and the Battle for Civilization**  
Tompkins, pp. 23-45; Flynn, “The Silent Western  
as Mythmaker” (Web)
- Feb. 13     **Saving the West for Women and Civility**  
Tompkins, pp. 47-67, 125-128; Furniss,  
“Richard Slotkin and the Frontier Myth” (Web);  
Kakutani, “Slotkin’s Gunfighter Nation” (Web)
- Feb. 16     **The Western Hero's Struggle with the Land**  
Tompkins, pp. 69-87, 114-123 ; Furniss,  
“Richard Slotkin and the Frontier Myth” (Web);  
Kakutani, “Slotkin’s Gunfighter Nation” (Web)

**Handout Take-Home Midterm #1**

Feb. 18      The Western Hero's Struggle with his Heart  
Tompkins, pp. 185-189, 198-203, 214-220

#### 4. The West as Meeting Place for Diverse Peoples

Feb. 20      The American West as Borderlands and La Frontera  
Rodriguez, "Mexico 's Children" (Web);  
Limerick, "Meanwhile, La Frontera" (Web);  
Anzaldua, "Selections from Borderlands" (Web);  
Pena, "Documented/Un-Documented" (Web)

Feb. 23      The Indian West: The West as Home  
Limerick, Legacy of Conquest , pp. 188-200, 214-221;  
Lewis, "Still Native" (Web) ; Iverson, "We are Restored"  
(Web); Wilkinson, "Indian Country" (Web)

Feb. 25      The Hispanic West: The West as Mexico  
Limerick , Legacy of Conquest , pp. 222,  
228-233, 239-241, 245-251, 256-258;  
Gutierrez, "Significant to Whom" (Web) ;  
DeLeon, "In Pursuit of a Brown West" (Web)

Feb. 27      Race and Racialism in the American West  
Limerick , Legacy of Conquest , pp. 259-283, 289-292;  
Steiner, "None of Us is Native"(Web)

Mar. 2        Understanding the Present and Future West  
Kittredge, "The Politics of Storytelling" (Web);  
Brown, "Courage without Illusion" (Web);  
Neel, " A Place of Extremes" (Web);  
Righter, "A Mosaic of Different Environments" (Web)

#### 5. The Contradictions of Western Development

Mar. 4        The Past and Present Mining Frontier  
Limerick , Legacy of Conquest , pp. 97-100, 105-111;  
Limerick, "The Gold Rush and the Shaping of the  
American West" (Web); Leshy, "Mining's Diminished  
Future" (Web); Kohler, "Protesters Stake their Claims"  
(Web)

- Mar. 6**      **The Past and Present Logging Frontier**  
Robbins, “The Western Lumber Industry”(Web);  
Robbins, “Logging in the National Forest”(Web);  
Lewis, “Major Public Land Laws, 1960 to 1994”(Web)
- Mar. 9**      **The Past and Present Ranching Frontier**  
Limerick, Legacy of Conquest , pp. 155-159;  
Robbins, “Ranching in the Mountain West’ (Web);  
Worster, “Cowboy Ecology”(Web) ; Zakin, “Grazing”  
(Web); Abbey, “The Cowboy and his Cows” (Web);  
Vacariu, “Fenced in by the Open Range ”(Web);  
Ring, “The New West Collides with Open-Range Laws”  
(Web)
- Take-home Midterm #1 is due**
- Mar. 11**     **The Past and Present Farming Frontier**  
Limerick, Legacy of Conquest , pp. 124-133;  
Athearn, “The Dreaming is Finished” (Web)
- Mar. 13**     **The Past and Present Tourist Frontier**  
Limerick , “Seeing and Being Seen” (Web) ;  
Wroebel, “The Toured Upon” (Web);  
Rothman, “Shedding Skin” (Web);  
Robbins, “Greenlock” (Web)
- Mar. 16**     **The Conflict between the Rural and the Urban West**  
Hornby, “Recognizing the West as an Urban Place” (Web);  
Limerick , “Will the Real Californian” (Web) ;  
O'Connor, “A Region of Cities” (Web);  
Wilkinson, “Cities and Water” (Web);  
Lewis, “Class notes on Anti-California Bias”(Web)
- Handout Take-Home Midterm #2**
- Mar. 18**     **Environmentalism, Wilderness, and Saving the West**  
Athearn, “Eden is Jeopardized” (Web) ;  
Athearn, “The Wilderness Evangelists” (Web)

## **6. The Federal Government and the West**

**Mar. 20**     **Western Denial of their Dependence on the Federal Government**  
Limerick, *Legacy of Conquest* , pp. 78-96;  
Stegner, “Beyond the 100th Meridian ”(Web);  
Wilkinson, “Water and the Environment”(Web);  
Jan, “Alaska Thanks You”(Web)

**Mar. 23-27** **No-Classes—Spring Break**

**Mar. 30**     **The New Deal Transforms the West**  
Worster, “The Black Blizzard Rolls In”(Web);  
Malone, “The New Deal and the West”(Web);  
Rothman, “A Stronger Federal Presence  
in the West” (Web)

**Apr. 1**       **The West as Dependent of the Federal Government**  
Athearn, “Colonialism, an Enduring Dilemma” (Web);  
Wilkinson, “The Lords of Yesterday” (Web);  
Williams, “Biting the Hand that Feeds”(Web)

**Apr. 3**       **“The Lords of Yesterday” and the Sagebrush Rebellion**  
Cawley, “The Sagebrush Rebellion”(Web);  
Lamm, “The Angry West”(Web)

**Apr. 6**       **The Nuclear and Military West**  
Tempest Williams, “The Clan of the One-Breasted  
Women” (Web) ; Davis, “Dead West: Pictures from the  
Nuclear West” (Web)

## **7. The West as Environment, Cultural Region, and Home**

**Apr. 8**       **The Struggle between Conservationism & Preservationism**  
Limerick , *Legacy of Conquest* , pp. 293-304, 308-310;  
Nash, “The Value of Wilderness” (Web); Leopold,  
“The Land Ethic” (Web); Douglass, “Should Trees Have  
Standing to Sue” (Web)

**Apr. 10**      **Preservationists and the Struggle to Preserve Wilderness**  
Stegner, “A Capsule History of Conservation” (Web);  
Marston, “Cutting the Apron Strings” (Web);  
Wright, “Why I am Against it All” (Web) ; Adams ,  
“Freedom is another word for Snowmobiles” (Web)

**Take-home Midterm #2 is due**

**Apr. 13**      **Dis-Orientation and Re-Orientation in the Modern West**  
Limerick , “Disorientation and Re-Orientation” (Web);  
Normura, “Significant Lives: Asians in the West” (Web);  
Travis, “Introduction to Western Futures Study” (Web)

**Apr. 15**      **The West as Developed Region**  
Abbott, “The Urban West in the 21 st Century” (Web);  
Nash, “The Influence of the 20th Century West” (Web)

**Apr. 17**      **Balancing Commercial, Recreational, and Tourist Uses of the West**  
Davis, “ Las Vegas vs. Nature” (Web); Rothman, “Water and the Future of Las Vegas” (Web); Anaya, “Why I Love Tourists” (Web); Travis, “Building a Better Mountain” (Web)

**Apr. 20**      **Learning to Live in the West as a Region**  
Kemmis, “The Home of Hope” (Web); “What is Cooperative Conservation?” (Web); Travis, “Development and the Heart and Soul of the West” (Web)

**Handout Take-Home Final**

**Apr. 22**      **Restoring and Renewing the West as Home**  
Stegner, “The Geography of Hope” (Web) ;  
Stegner, “A Sense of Place” (Web);  
Wilkinson, “Toward and Ethic of Place” (Web)

## **8. The Future of the West**

- Apr. 24     The Old West, New West, and Future West**  
Limerick, *Legacy of Conquest* , pp. 322-324, 339-349;  
Wilkinson, “Crossing the Next Meridian” (Web) ;  
Marston, “Coming into a New Land ” (Web) ;  
Hecox, “Less Water, More People” (Web);
- Apr. 27     The Demanding Dreams of the West**  
Limerick, “The Shadow of Heaven Itself” (Web) ;  
Wilkinson, “Wild Lands and Fundamental Values” (Web);  
Travis, “Growth and Development Zones in the West (Web);  
“Ted Turner’s Land Purchases Questioned” (Web); Jenkins  
“Land Turners Owns” (Web); Johnson, “Rich Carve Up  
Open Lands in the West” (Web); Herrick, “Rich Buying  
Land” (Web)
- Apr. 29     Still Dreaming: Old and New Dreams of the West**  
Travis, “Fashion Land Use Codes for the New West”  
Marston, “The American West” (Web) ; Davis, “Seeds to  
Grow: Smart Growth” (Web); “What is Smart Growth?”  
(Web); “Main Elements of a Smart Growth Policy” (Web)
- May 1        The West and the Geography of Hope**  
High Country News, “Where do We Go from Here?”  
(Web); (Web); Robbins, “Recycling the Old West” (Web);  
Jones, “Drawing Strength” (Web); Snow, “The  
Last Place on Earth” (Web); Gowdey, “Crazy Horse  
must be Laughing” (Web); Blevins, “Coalition Builds  
to Keep Mining Off Beloved Peak” (Web);  
Stiles, “Old West vs. New West” (Web)

**Take-Home Final Exam: Due Wednesday, May 6th,  
between 10:00 and 4:00 p.m. in my office ( Sewall 42C )**